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AUTHOR Cole, Richard  
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## ABSTRACT

Following a brief introduction to the David Douglas School District community and schools located in a partly unincorporated area of Portland/Multnomah County, Oregon, this publication describes the district's prior annual goal-setting process and its evolving Vision 90's strategic-planning and implementation process (SPI). Strategic-planning steps included recognizing the need for a comprehensive and inclusive districtwide planning process, developing a suitable planning model, implementing the SPI model's goal-setting phase, beginning the SPI model's implementation phase, and reviewing, renewing, and replicating the process. The goal-setting and implementation processes are described in detail, along with actions and accomplishments for each of six goals (technology, career/vocational improvement, human needs, personal development, staff development, and communications) and the review and renewal processes. Strategic planning was a success; every action plan was completed more rapidly than anticipated and/or to a level well beyond expectations. The David Douglas experience revealed four key factors influencing Vision 90's success: organizational structure and accountability; commitment and support; realistic and workable goals and objective; and teacher involvement without overkill. Appendices contain the Vision 90's community survey and student and parent report cards. (MLH)

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# Constructing the Path to Tomorrow

## Strategic Planning and Implementation

in the

## David Douglas School District

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Prepared by Dr. Richard Cole  
Director of Curriculum  
March 1992

Dr. Anthony Palermini, Superintendent  
Dr. Ronald Russell, Ass't. Superintendent

David Douglas School District  
1500 SE 130th Avenue  
Portland, Oregon 97233

**V**ision 90<sup>s</sup> *Learning today for living tomorrow*  
David Douglas School District

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# Constructing the Path to Tomorrow

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## Strategic Planning and Implementation

in the

## David Douglas School District

Prepared by Dr. Richard Cole  
Director of Curriculum  
March 1992

### School Board Members

Bruce Burton  
Mike Centoni  
Frieda Christopher  
Larry Griffith  
Donald Larson  
Rod Monroe  
Jeff Reardon

Dr. Anthony Falermmini, Superintendent  
Dr. Ronald Russell, Ass't. Superintendent

David Douglas School District  
1500 SE 130th Avenue  
Portland, Oregon 97233

**V***ision 90<sup>s</sup>* Learning today for living tomorrow  
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## **Steps in the David Douglas Strategic Planning and Implementation (S.P.I.) Process**

### **Recognize the need for a comprehensive and inclusive process for district-wide planning:**

1. Acknowledge dissatisfaction with traditional annual goal setting
2. Decide to adopt a more continuous, coherent and effective process
3. Secure support of district leadership

### **Develop a suitable planning model:**

4. Research the planning literature
5. Identify constituency groups
6. Develop the organizational structure, resources, and timelines

### **Implement the goal setting phase of the S.P.I. Model:**

7. Gather data base
  - Brainstorm, focus group, constituency survey, literature search
8. Reconcile competing issues
  - Report card on program effectiveness (parents, students)
9. Draft new mission statement
  - Committee of teachers, principals and administrators
10. Draft long range district goals
  - Committee of teachers, principals and administrators
11. School board review and approve mission statement and goals

### **Begin implementation phase of S.P.I. model:**

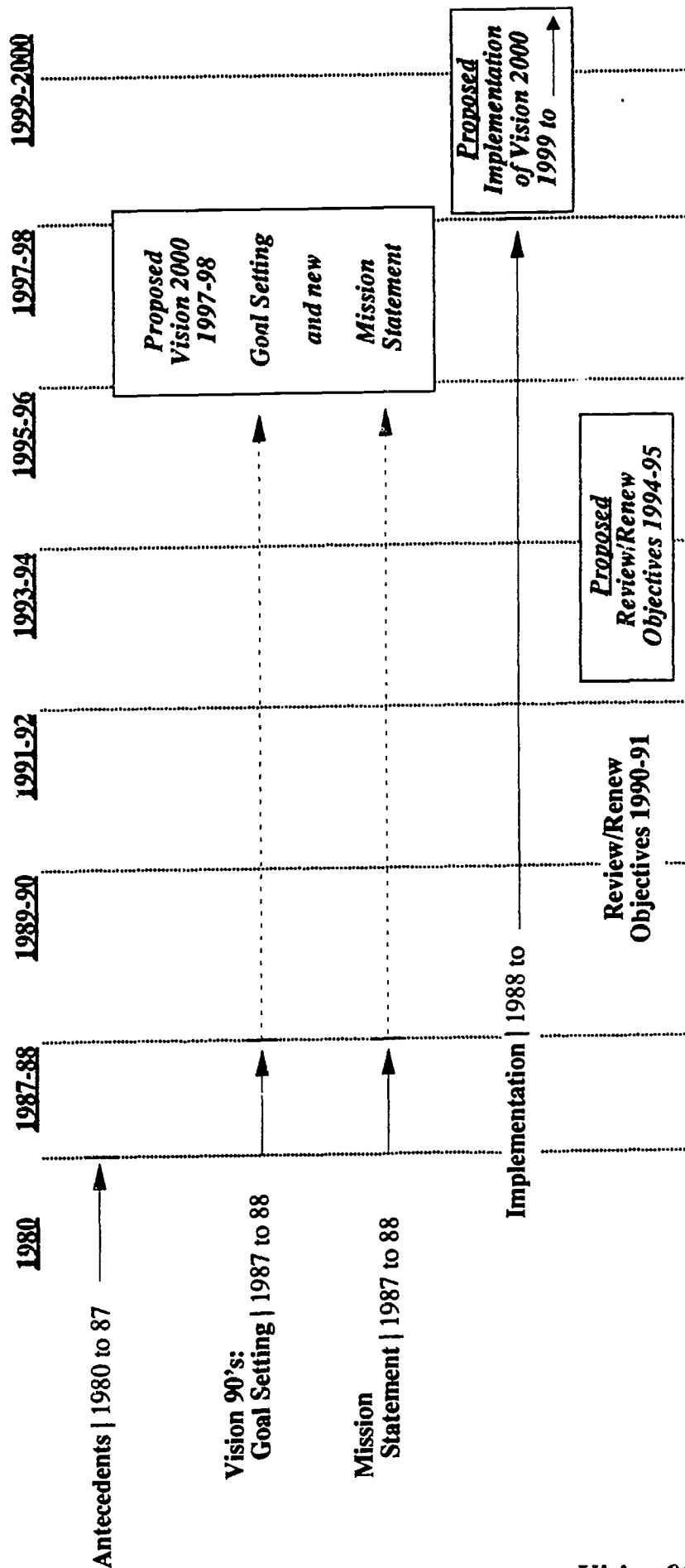
12. Develop organization, resources and timelines for actions
  - Steering Committee
  - Leadership Committee
  - Working committees as required
13. Develop accountability, coordination and communication system
  - Reporting schedule
  - Coordinating meeting schedules
14. Develop short and long term objectives
15. Initiate and monitor action plans
  - Reports to Steering Committee, superintendent, school board

### **Review/Renew/Replicate:**

16. District-wide reassessment of actions and objectives each three years
17. Replicate entire Strategic Planning and Implementation Process after 10 years

# Vision 90's Strategic Planning and Implementation Timeline

David Douglas School District No. 40  
1500 SE 130th Avenue  
Portland, Oregon 97233



==



# **Introduction**

## **The David Douglas Community**

The David Douglas School District occupies an area of approximately twelve square miles including homes, apartments, and small businesses. The resident population is approximately 40,000 people. About one-half of the district is inside the city limits of Portland, Oregon and the balance is in unincorporated Multnomah County. In the next several years all of the district will be incorporated into the city of Portland. There is no town or even major shopping mall called David Douglas.

The citizens of the district can be described as generally in the middle to lower-middle socio-economic status. Just over 36% of all students qualify for free or reduced lunch and 27% of our students are from single parent homes. Recent statistics also indicate that 75% of our residents have graduated from high school. This number includes 12% who have obtained a bachelor's or higher degree. Our present dropout rate is approximately 6%. The community maintains strong support for basic educational programs.

## **The David Douglas Schools**

The David Douglas School District is composed of eight elementary schools (K-6), two middle schools (7-8), one comprehensive high school (9-12), and one alternative school (7-12). The total student population is approximately 6,500 students. Of these, approximately 1600 are in the high school, 100 in our 7-12 alternative school. Each of the two middle schools average about 500 students and our eight K-6 elementary schools range from 375 to 565 students. The district has a long standing commitment to serving student needs beyond the basic academic courses. Examples of this commitment include one full-time counselor, physical education teacher, general music teacher and certificated librarian in each elementary building. In addition, instrumental music teachers teach each day in each building on a traveling schedule. A Reading Assessment Center staff provides individual student testing and teacher consultation. Also, an elementary summer academic program in reading and mathematics serves up to 300 students. Extra curricular athletics coaches and facilities are active year-round at all grade levels for boys and girls. In addition, there is



a swimming instruction program for all 4<sup>th</sup> and 5<sup>th</sup> graders at our standard competition sized district swimming pool. The pool is open to adult and family use year-round. Another district facility is our Performing Arts Center that houses two theaters, one 50 seat and one 500 seat capacity. These are used by students of all levels and for community events. The district is hosting Headstart programs as well as operating a pre-school at one elementary building.

Additional curriculum support is provided by six Curriculum Department staff members assigned to coordinate the Basic Skills Curriculum (Reading, Mathematics, Language Arts, Social Studies), Staff Development, Talented and Gifted programs, Career and Professional Technology Education, Music, Health, Physical Education, Science and Elementary Art.

# **I - ANTECEDENTS TO VISION 90's**

**1980 - 1987**

## **Annual Goal Setting in David Douglas Before Vision 90's**

Setting annual district goals has always been a part of the way David Douglas School District has operated. However, an early move toward comprehensive strategic planning and implementation occurred in 1980 when Dr. Anthony Palermini became superintendent. His first goal setting program titled "Project 3R's" (Review, Revise, Renew) began with a staff survey that revealed a range of issues needing attention. Analysis of these issues, led to establishing five "goal committees" made up of administrators and teachers. The purpose was to gather data and develop goals and objectives. The five goal areas were Staff Morale, Program Assessment, Curriculum Change, Staff Development and Communications. A summer retreat was held in 1981 following a year of surveys, hearings and various other data gathering events for the purpose of recommending goals and action plans.

Many programs were implemented in 1982 and 1983. Lasting results included a teacher work center, increased staff development, increased staff involvement in decision making and curriculum development, and increased curriculum support.

In the years following 1983 annual district goals were presented to the school board by the superintendent. These were based upon then current information and need as well as the results of the 3R's Project. Subsequent goals included Writing Improvement K-12 in 1984. This was called "The Year of the Pen." Also in 1984 another multi-year goal was established to have 80% of our certified staff (teachers and administrators) trained in Madeline Hunter's "Instructional Theory Into Practice" (ITIP). Previously hired staff participated on a voluntary basis, and new hires were required by contract to receive training. This goal was achieved in 1989. In 1985 a multi-year goal was set to establish an "Effective Schools" program in each school. Four of the districts eleven schools began the program that year. These programs involved a multi-year cycle of developing a school profile, setting a goal, action planning, implementation, and evaluation. By 1989 all eleven schools had an Effective Schools program in place. In 1987 a three year goal to increase math scores to the level of reading scores (reading was well above the state and national norm) was established. This goal was accomplished by 1990 through a program titled "Project Equal."

## **Lessons Learned About Setting and Reaching Goals**

Many lessons about goal setting and attainment were learned in the years between 1980 and 1987. Among these were:

1. Goals must be translated into clearly operational terms through objectives, action plans, targets, etc.,
2. Major goals are reached through major programs that involve the widest number of people possible,
3. Teams and committees made up of teachers and administrators are an effective way to implement change,
4. Adequate resources including people, money, and time are needed to support actions and maintain momentum, and
5. Leadership and accountability responsibilities must be explicit.

## **The Strategic Planning and Implementation (S.P.I.) Concept Emerges**

Through discussion among school board members and the superintendent the issue of board participation in the goal setting process emerged. In 1986 the board expressed satisfaction with the quality of the goals and the programs to attain them. However, they also indicated a desire to become more actively involved in all stages of the goal setting and implementation processes. It was a result of these discussions that the superintendent directed the development of a strategic planning process.

## **Fundamental Principles of Organization**

Previous lessons learned and research into the processes of institutional change and strategic planning led to the Vision 90's Strategic Planning and Implementation program. Vision 90's became an on-going unified strategic planning and implementation process based on four fundamental principles. These principles are:

1. Recognize and include each constituency group upon which the success of the program relies,
2. Balance the appropriate involvement of each constituency group, and
3. Provide an organizational structure that integrates rather than isolates operational units and constituency groups.
4. Base the program on a clearly understood mission statement,

## **II — VISION 90'S GOAL SETTING PROCESS**

**1986 - 1988**

### **The Assignment to Begin Strategic Planning and Implementation is Given**

**September 1986**

The superintendent assigned the Director of Curriculum to design and implement the process. The charge included the requirement that a wide range of constituency groups was to be appropriately and directly involved. These groups were to include teachers, administrators, parents, non-parent voters, students, classified employees and the school board itself. The goals were to be relevant to the near and long range future of the district and extend through the 1990's and beyond. A new Mission Statement was to be developed reflecting existing and future needs. Finally the program required an implementation process that included an accountability (audit) trail of objectives and action plans related to each goal.

Available resources included the certificated Curriculum staff members, the Community Relations Coordinator, and designated classified support staff. Funds were made available for teacher release time, some travel, workshops, meeting supplies and incidentals.

### **The Organizational Model is Developed**

**September to December 1986**

The organizational model for the Vision 90's program was based on previous experiences and lessons learned, as well as research into institutional change theory and practice. Three tightly connected structures were established. These were the "Steering Committee," the "Leadership Committee," and "Ad hoc Working Committees" as needed.

**Steering Committee:** This committee was established to be the policy setting group that provided direction, focus and input to all phases of goal setting and implementation. It acts as a source of ideas, and a clearing house for recommendations and actions. The Steering Committee has successfully functioned to keep the process on track and redirected when necessary. Steering Committee members include one school board member, the superintendent, several classroom teachers, an elementary, middle, and high school principal, classified staff, parent and non-parent district residents, and a local business person. The Director of Curriculum is Chairperson.

**Steering Committee**

Director of Curriculum, Chairperson  
Board member, Superintendent,  
Principals, Teachers, Classified staff,  
Parent & Non-Parent residents,  
Business representative

**Leadership Committee:** This committee became formalized during the goal setting activities. It began as a cooperative team effort between the Curriculum Director and the Community/School Relations Coordinator. Other members were added over time. Each Leadership Team Committee member acted as chairperson or co-chairperson for one of the Ad hoc Working Committees. In addition to providing leadership to various committees, this group shared problem solving ideas with one another. A very smooth interaction developed between the Leadership Committee and Steering Committee in part because the Curriculum Director was chairperson of both groups. This was especially helpful to the Ad hoc Working Committees because their leaders could quickly and easily get feed-back on work while it was in progress.

**Leadership Committee**

Director of Curriculum, Chairperson  
Community Relations Coordinator  
District Director of Student Services  
Elementary Principal  
District Basic Skills Coordinator  
High School Business Department Chair  
High School Counselor  
Middle School Teacher

**Ad hoc Working Committees:** The Ad hoc Working Committees were formed after goal topics began to fall into major categories. Research Committees were established for Curriculum, Career/Vocational Education and Human Needs. In addition, two other Working Committees were established. These were the Mission Statement (Philosophy) Committee and the Goal and Action Plan Writing Committee. The chair people of these committees were from the Leadership Committee.

**Goal Setting Ad hoc Working Committees**

Curriculum Research - Chairperson, District Basic Skills Coordinator  
Co-chairperson, Middle School Teacher  
Career/Vocational Research - Chairperson, High School Business Dept. Head  
Human Needs Research - Chairperson, Elementary Principal  
Mission Statement (Philosophy) Research - Chairperson, District Student Services Director  
Co-chairperson, High School Counselor  
Goal and Action Plan Writing - Chairperson, Director of Curriculum  
Co-chairperson, Community Relations Coordinator

**Brainstorming by the Steering Committee Begins the Process**

**January 1987**

The first major activity in the goal setting process took place on January 15, 1987, when the Steering Committee met for several hours in a brainstorming session. Standard brainstorming rules were maintained so that the widest possible range of ideas would be forthcoming. The focusing question was, "What are the words, concepts, themes, ideas, outcomes, skills, and processes that come to mind when we think of educating our students throughout the 1990's." The result was a list of 103 responses.

David Douglas School District  
Steering Committee

Brainstorm Responses

January 15, 1987

1. Curriculum
2. Employment skills
3. Future vocational trends
4. Computerized classroom
5. Focus of Drug Education
6. Perpetual Learning Concept (Life)
7. Leisure time pursuits
8. Non-curricular activities taken on by schools (not athletics) (example: Latch key) - extended day
9. Early education
10. Age range to service
11. Kids at risk (less than average)
12. Moral Education
13. T.A.G.
14. Textbooks
15. Drop outs/alternate education
16. Whole person support system (emotional, psychological)
17. Parent/citizen involvement in school
18. Expectations at all levels
19. Community services
20. Health needs
21. Curriculum beyond 3R's
22. Vocational trends
23. Vocational/career education vs. academic
24. Counseling services
25. Sex education
26. Health/fitness
27. Educationally disadvantaged
28. Special Education
29. Emphasis in curriculum
30. Kids at risk
31. Schools place in community
32. Physical plant
33. Study habits
34. Mobility
35. Socialization
36. Parenting skills
37. Fine Arts
38. \$\$\$ resources
39. \$\$\$ Priorities
40. Future of David Douglas District (annexation?)
41. Cafeteria
42. Goals of lunch program
43. Breakfast program
44. Communication with parents
45. Nutrition Education
46. How much emphasis on use of computer
47. Computer assisted instruction
48. What is the David Douglas community
49. Issues that could effect David Douglas (transportation, sewers, safety-net)
50. Are attitudes and expectations of schools the same?
51. Competencies vs. the type of students (what levels?)
52. Will curriculum change in 90's?
53. Use of facilities (year-round, summer)
54. Ways to deal with child abuse
55. Student evaluation
56. Teacher evaluation
57. Staffing (experience)
58. Awareness of international affairs
59. Student grouping patterns
60. Attitude adjustment
61. Multi-cultural involvement/education
62. Aerospace
63. State economic trends
64. Student as a producer
65. Image/self awareness in students
66. Image/self awareness of school/district
67. Foreign language/program-education
68. Make-up of student population
69. Enhance leadership qualities in students
70. Develop responsibility for own actions
71. Respect
72. Problem solving
73. Discipline
74. Current testing (valid?)
75. School attendance
76. Job- keeping skills
77. Job-finding skills
78. Human relations
79. Study skills
80. Parent involvement
81. Thinking skills (critical/creative)
82. Parent as teacher
83. Home-school movement (why?)
84. Private schools
85. Image of public schools
86. Student generated goals
87. Political action/awareness
88. Competition/survival/cooperation
89. Athletics/intramurals
90. Community without students
91. Volunteers
92. Mental health (awareness/education)
93. Critical health problems (aids/cancer)
94. Suicide/prevention
95. Dealing with death
96. Dealing with divorce
97. Single parent family
98. Traumatic life style changes
99. Personal safety
100. Retraining/building attitudes
101. Building utilization (physical plants)
102. Tomorrow's technology
103. Non-violent education



## **103 Brainstorm Items Are Categorized**

**February 1987**

The 103 brainstorm ideas were analyzed by a subcommittee of the Steering Committee. Several natural categories emerged as organizers. Most items grouped well into single categories but some were placed in more than one category. The eight broad categories were:

1. Curriculum
2. Methodology
3. Human Needs
4. Student Issues
5. Staff Issues
6. Community
7. Parent/Family
8. Facilities/Resources

The "Curriculum" category was later divided to form the sub-categories of: Basics, Humanities/Arts, Vocational, and Other.

## **School and Community Focus Groups Meet**

**February & March 1987**

The second step toward goal setting involved distilling a wide variety of ideas into a few powerful themes and concepts. In order to directly involve each of the constituency groups ten Focus Groups were established. These Focus Groups were:

1. Business leaders
2. Residents without children in school
3. Alumni
4. High school teachers
5. Parent leaders
6. Middle school teachers
7. Elementary school teachers
8. Administrators/Supervisors
9. Classified personnel
10. Students

Each Focus Group contained five to twelve members. Steering Committee members volunteered to serve as facilitators or recorders for the ten Focus Group meetings. Each leader received training in the processes of Focus Group leadership. Each Focus Group met for 60 to 75 minutes to discuss either three or four of the 16 Focus Group Questions. A timed agenda allowed eighteen to twenty minutes per question.

**David Douglas School District  
Vision 90's  
Focus Group Questions  
March 1987**

1. As students go through school in the 1990's, how important is training in the vocational areas?
2. What is the role of the school district in providing students with cultural experiences and programs in the fine arts and humanities?
3. What should basic education be for the 1990's?
4. What specialized areas of curriculum should we provide to students beyond the "basics"?
5. What teaching techniques will be important in working with the students of the 90's?
6. How much involvement do you think the David Douglas School District should have in the area of social responsibility?
7. Looking to the future of David Douglas Schools, do you see the district's responsibility (providing services) for human needs increasing? If so, in what areas?
8. What will the educational needs of the student population be in the 90's?
9. What will the human needs of the student population be in the 90's?
10. What staff development will be necessary to prepare staff for the 1990's?
11. How do you think the David Douglas community will change during the next 20 years? What effects might those changes have on David Douglas School District community involvement?
12. How much involvement do you think the David Douglas School District should have with parent/family concerns?
13. How can parents be involved with the schools of the 90's?
14. How well do you think the current David Douglas facilities, such as buildings and grounds, serve the needs of the school and community populations?
15. In light of diminishing financial resources, besides salaries, what do you feel should be the major financial priorities for the school district?
16. How well do you think the current K-12 school organization will serve the needs of the 1990's?

The sixteen discussion questions were reviewed by the Steering Committee and it was agreed that all important issues were adequately addressed. The sixteen questions were distributed among the groups so that each question was addressed by at least two groups. As each question was discussed, the Focus Group recorder kept track of: 1) major points made by individuals, 2) the number of individuals responding to each item, 3) the level of intensity the question evoked, and 4) the level of agreement among the group members. These data provided assistance for goal writing as well as priority setting.

## **Survey/Questionnaire is Developed**

**April to August 1987**

The third step in goal setting involved a major survey of school and community constituencies. The Steering Committee analyzed the Focus Group data and their own brainstorming lists. With this information and some additional research the survey/questionnaire was drafted. This instrument was modified several times as a result of reviews by the superintendent and Steering Committee, as well as a field test with a group of parents. Additional technical changes resulted from consultation with the district's Management Information Services Department so the district computer could be used for scoring and analysis.

The survey contained five categories of questions and an "Open question":

- Basic Curriculum (31 items)
- Vocational Curriculum (6 items)
- Arts Curriculum (5 items)
- Citizenship (7 items)
- Special Needs (24 items)

The "Open question" asked respondents to list one or more change they would suggest to meet student needs in the 1990's. The final page requested demographic data.

## **Distribution and Retrieval of Survey/Questionnaire**

**September & October 1987**

The Steering Committee decided that to have the best information for decision making it was necessary to survey 100% of the following constituencies:

- Classroom teachers
- Administrators and Supervisors
- Classified employees (voluntary)
- Parents of David Douglas Students K-12

All classroom teachers completed the survey as part of regular building staff meetings. All administrators and supervisors were surveyed at a special meeting called by the superintendent. All classified employees were invited on a volunteer basis to complete and return the survey. All David Douglas parents were mailed surveys along with pre-addressed and stamped return envelopes.

Other constituency groups sampled were:

Non-Parent Registered voters  
High School and Middle School Students

Surveys were mailed to 25% of the district's non-parent registered voters. These were randomly selected. Also, three high school and two middle school general Social Studies classes were surveyed. The seven member school board filled out the survey but only for their own interest because they were ultimately responsible for approving the final goals. This plan resulted in distributing surveys to over 10,000 individuals.

All 314 teachers and 31 administrators responded along with 31 classified employees. Two hundred sixty-three parents, 144 non-parent voters and 126 students also completed the survey. A total of 859 completed questionnaires were returned. Of these, over 60% of the responders completed the written "Open question".

### Organizing the Results of the Survey

The steering Committee wanted to be able to compare the relative importance of each item to all others. Therefore, a 1 to 5 scale was developed and each item was rated independently.

#### Level of Importance

Highest	High	Moderate	Low	Lowest
1	2	3	4	5
_____	_____	_____	_____	_____
(1.0-1.9)				

This method allowed the data-processing computers to give a precise average level of importance to each item. Any item averaging 1.0 to 1.9 was then be considered of "Highest" importance to the constituency group being analyzed. Any item from 2.0 to 2.9 was "High," and so on. Though some individual respondents rated some items low or lowest, no constituency group on average rated any item less than moderate in importance.

## Items Rated "Highest Importance"

### Basic Curriculum

	<u>Teachers</u>	<u>Parents</u>	<u>Non-Parent Voters</u>	<u>Students</u>	<u>Classified</u>	<u>Administration</u>
Reading	1.21	1.20	1.15	1.78	1.19	1.16
Writing	1.42	1.46	1.59	1.80	1.61	1.26
Communication Skills	1.49	1.56	1.86		1.72	1.47
Mathematics	1.51	1.58	1.35	1.72	1.34	1.23
Computer Education	1.79	1.63	1.76	1.67	1.46	1.45
Science	1.83	1.86	1.86		1.77	1.74
Drug Education	1.90	1.78	1.98		1.91	1.97
College Prep				1.80	1.86	
Government						1.97

### Vocational Curriculum

	<u>Teachers</u>	<u>Parents</u>	<u>Non-Parent Voters</u>	<u>Students</u>	<u>Classified</u>	<u>Administration</u>
Positive Work Attitude	1.54	1.43	1.53	1.78	1.37	1.48
Know Career Opportunities	1.89	1.76		1.75	1.84	1.94
Entry Level Job Skills		1.97	1.97	1.99	1.83	
Study Career Choices				1.87		

### Arts Curriculum

No surveyed group placed an "Arts Curriculum" item in the "Highest" importance group.

### Citizenship

	<u>Teachers</u>	<u>Parents</u>	<u>Non-Parent Voters</u>	<u>Students</u>	<u>Classified</u>	<u>Administration</u>
Decision Making Activities	1.55	1.78			1.84	1.55
Human Relations Activities	1.63	1.87		1.97	1.92	1.65
Social Problem Solving	1.97					1.87

### Special Needs

	<u>Teachers</u>	<u>Parents</u>	<u>Non-Parent Voters</u>	<u>Students</u>	<u>Classified</u>	<u>Administration</u>
Drug & Alcohol Assistance	1.96	1.96		1.70	1.84	1.87
Counseling				1.89		
Handicapped Student Ed.				1.89		
Sex Education				1.94		

Note: A copy of the survey is located in the appendix.

## Using the Data

Because this was not a scientifically determined sample it was decided to not aggregate the data into a single district wide rank-order report. Each group of constituents was kept separate and this proved to be a very useful analysis system. A scatter gram was developed for each constituency group. It showed the ranking of each item within each category. In addition to the statistical treatment of the survey, the individual written responses to the "Open" question were analyzed.

It was decided that no goal or policy recommendation would be made solely on the basis of the survey results. The survey was not a vote, but rather one source of vital data to be analyzed and considered. Other sources of data to be considered were reports by the three Research Committees. These reports included a review of educational literature and research, as well as practices and theories being implemented in the region. The Focus Group reports were also part of the data base to be considered.

## Two Competing Directions Emerge From Survey Results

*Place even more emphasis on Reading, Writing, and Math*

*Or*

*Strive to meet needs emerging from societal changes*

A dilemma arose immediately upon consideration of the various data resources. The Focus Group and Research Committees, as well as much of the survey data, was pointing in the direction of relatively non-traditional curriculum and human issues such as: Career vocational (professional technical) education, computer education, drug education and assistance, decision making, At-risk students and so on. At the same time the items chosen as the most important of all were the very traditional areas of reading, writing and mathematics.

The questions raised were (1) "Should the district again focus on the 'basic' reading, writing, and mathematics curriculum with limited efforts in the non-traditional areas?" or (2) "Is their justification for a major focus on the non-traditional needs given the limited resources available?" The second question seemed reasonable because for the previous eight years the district goals had been focused on reading, writing, and mathematics with apparent success. If our apparent success was real, why not make the shift?

## A "Report Card" Grades Our Effectiveness in the Basics

**November and December 1987**

To answer these questions, a "Report Card" was developed to find out just how well the district was succeeding with the highest of the "Highest Priority" items. This grading of our success in these areas would help determine the Vision 90's direction for the district.

In November 1987 two "Report Cards" were developed, one for parents only and one for students only. We believed that students and parents, as the direct receivers of the program, had the most to gain by providing accurate data.

The two lists were similar except for a very few items. This slight difference resulted from our use of the survey results from each group separately (see p. 11).

### Parent Items

Communication Skills  
Computer Skills  
Drug Education  
Mathematics  
Reading  
Science  
Writing  
Attitude Toward Work  
Job Entry Skills  
Career Knowledge  
Decision Making  
Human Relations  
Alcohol and Drug Programs  
STD and Sex Education  
Open Comments: \_\_\_\_\_

### Student Items

College Preparation  
Computers  
Mathematics  
Reading  
Writing  
Attitude Toward Work  
Job Entry Skills  
Career Knowledge  
Choosing Career  
Human Relations  
Counseling  
Alcohol and Drug Assistance  
Handicapped Student Education  
STD's and Sex Education  
Open Comments: \_\_\_\_\_

The parent and student forms of the report card asked that each item be rated as:

- A = Excellent
- B = Good
- C = Average
- D = Unsatisfactory
- N = No opinion

**NOTE: A copy of each report card is in the appendix.**



## Report Card Results

Over 800 parents responded as did over 100 middle and high school students. The reading, writing, and mathematics instructional programs received the highest grades. Well above the grades given for other programs.

### Parents—Program Effectiveness Rating

<b><u>Most Effective</u></b>	—	Reading Mathematics Communication skills Positive attitude toward work	<b><u>Least Effective</u></b>	—	Career Choices Sex and Sexually Transmitted Disease Education (S.T.D.) Human Relations skills Job skills
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### High School Students—Program Effectiveness Rating

<b><u>Most Effective</u></b>	—	Drug & Alcohol Assistance Handicapped Student Education Mathematics Writing	<b><u>Least Effective</u></b>	—	Human Relations skills Career Choices Positive Attitudes toward work Job skills
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### Middle School Students—Program Effectiveness Rating

<b><u>Most Effective</u></b>	—	Reading Math Writing	<b><u>Least Effective</u></b>	—	Sex & S.T.D. Education Career Choices College Preparation
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## New Directions are Addressed and Basic Programs will be Maintained

Analysis of all of these data supported the notion of general parent and student satisfaction with math, reading, writing and communication instruction. Likewise, the areas shown as most in need of increased efforts and actions included career/vocational offerings, computer skills, human relations, and sex and Sexually Transmitted Disease education (S.T.D.). This analysis was agreed upon by the Steering Committee and Superintendent.

Given the Report Card results and the fact that our Mathematics and Reading achievement scores were above the national norms the focus of our goals for the 1990's and beyond became those areas not yet successfully addressed. These goal areas are Technology, Career/Vocational, Human Needs and Personal Development. Two support goals, Staff Development and Communications, were added later.

In order to address the continuing desire for a strong basic skills program, a preamble statement was written to introduce the new goals. This statement assured the continuance of reading, writing, mathematics, etc. as high priorities of the district instructional program. This was very important to our school board and staff because every group surveyed had placed these items at the highest levels of importance.

### **Drafting the Mission Statement & Goals**

**January and February 1988**

Committees were established for drafting the proposed Vision 90's Goals and the new Educators' Mission Statement. Each committee included teachers representing all grade levels. The chairperson was either a principal or district administrator. In one situation a teacher co-chaired a committee.

The "Philosophy and Mission Committee" reviewed the previous mission adopted ten years earlier. They decided that the rapidly changing educational environment made a new approach mandatory. Not only had the educational system changed but the home and society were very different from the context of the earlier mission. Input was solicited from across the district and numerous opportunities were made available for staff and others to review "drafts" before the recommended language was finalized.

Three research committees were established to develop the student related Vision 90's goals. These were: (1) Curriculum, (2) Career/Vocational, and (3) Human Needs. Extensive research of the educational literature was augmented by a series of "hearings" and "input" sessions. Every teacher and administrator was given the opportunity to provide input either in person or in writing. The "Goal and Action Plan Writing Committee" took the recommendations of the research committees and drafted the goal language and a list of potential actions related to each.

The fourth goal area, "Inservice," came as a result of the input process. There was a constant request for adequate teacher training to meet the new goals and mission. It was believed that without adequate professional growth inservice to support the new programs the implementation would surely falter. The sixth goal, "Communication," also derived from the input process. Each committee strongly recommended increased communication among the district staff and the community.

The recommended mission statement and goals were submitted to the Steering Committee for review and approval. They were then brought to the district administrators and principals for a full review and discussion of possible impacts. The superintendent was then provided with the final proposals which he ultimately brought to the school board for adoption.

### **Implementing All Six Goals—No Priority Established**

The six goals were presented to the school board with no recommendation for prioritization. Each goal stood on a firm foundation and none of the data suggested a rank order. The school board on its own engaged in a two day rank ordering workshop. Each goal was analyzed in terms of its rationale and specific objectives. In turn, each goal was found to be a number one priority. The result was direction from the school board to move forward on all six goals simultaneously. This approach was also preferred by the Steering Committee and the Administration. It has proven to be a very effective decision.

## **The David Douglas Educators' Mission Statement**

We believe that our primary mission is to provide a quality curriculum, including academics and school related activities, which offers each student the opportunity to develop intellectually, socially, physically, creatively, and vocationally. Resources of the district will be focused on the primary mission.

The David Douglas School educator believes:

1. The primary purpose of the educational program is to provide our students a comprehensive academic program, which emphasizes the knowledge and skills necessary for them to become productive and responsible citizens.
2. It is important for students to have opportunities to critically and constructively analyze issues, to make decisions, and to evaluate the results.
3. It is important to differentiate instruction to meet the academic, emotional, and physical needs of students with different abilities and interests.
4. Social and emotional development is part of our total educational program. Students will be offered activities designed to develop positive attitudes and habits as well as to be provided with the opportunity to experience self-satisfaction through hard work, participation, and accomplishment.
5. It is important that our students learn physical skills, lifelong fitness activities, and health management. It is our hope that these skills will continue beyond formal education and promote awareness toward the relationship between wellness and a quality life.
6. It is important that students have opportunities to develop skills and appreciation for the arts.
7. One purpose of the educational system is to provide our students with the skills, knowledge, and opportunities to make choices about their lives and careers in a changing world. We share a role with parents to provide guidance and counseling toward career opportunities following graduation.

We have a partnership role with the student, parents, and community in the total educational development of each student. A major responsibility for the educational process rests with the student and his/her desire to learn. It is the parents' responsibility to send their children to school and to support our educational/behavioral goals. Our primary task is to provide expert instruction and a positive learning environment, so that all students have the opportunity to achieve to their potential.

Revised: February 4, 1988

## **Vision 90's Goals**

Adopted: February 16, 1988

The David Douglas School District adopts the following six goals which reflect strategic, long-range planning for David Douglas' vision of education in the 1990's. First and foremost, however, the district reasserts its strong commitment to continuing the high quality program of basic skills which David Douglas has provided its students throughout the years.

### **Goal I**

Provide opportunities for students to develop competencies for success in the technological environment of the future.

### **Goal II**

Enhance opportunities for students at all levels (K-12) to prepare for future employment.

### **Goal III**

Address the special health, social and cultural needs of students deriving from on-going social changes.

### **Goal IV**

Provide students with experiences to develop self management and social behaviors, leadership skills, self-esteem and a strong work ethic.

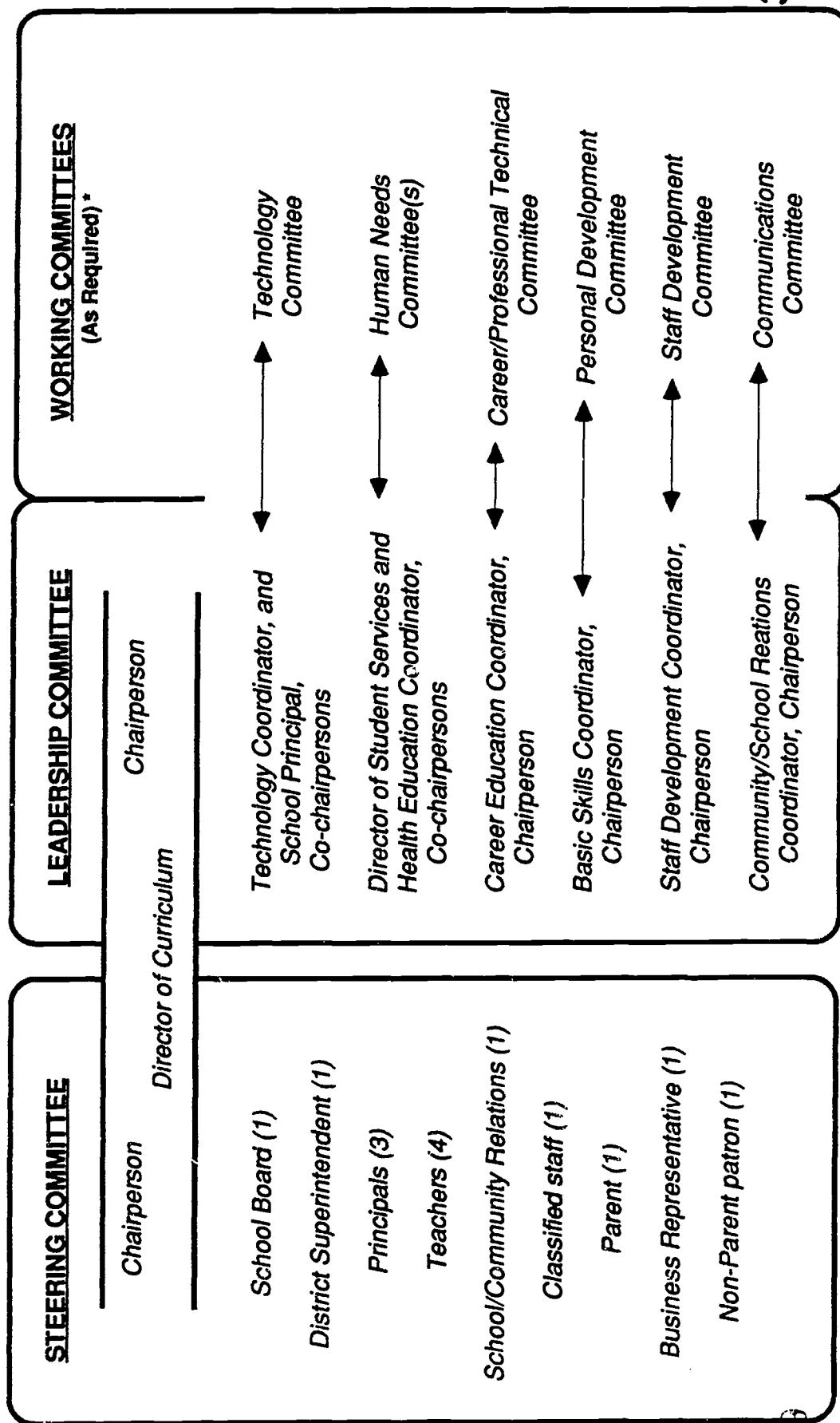
### **Goal V**

Design in-services which will enable all staff to effectively meet the changes of the 90's.

### **Goal VI**

Strengthen links between the David Douglas community and its schools to increase understanding and participation in our educational endeavors.

# Vision 90's Implementation Structure for Coordination and Accountability



\* NOTE: Some committees are permanent and some are ad hoc

### **III — VISION 90's IMPLEMENTATION PROCESS**

#### **1988 TO PRESENT**

##### **Implementation Structure for Coordination and Accountability**

The implementation process began in the spring of 1988. The organizational structure was a refinement of the goal setting organization and involved the following:

**Steering Committee:** The membership make-up of the Steering Committee was retained from the goal setting period. It kept representatives of teachers, administrators, school board, classified employees, parents, business people and non-parent voters. The roles for the Steering Committee involved overseeing all processes, providing a source of ideas and plans and a clearing house for proposals. In effect it became an integral part of the required levels of accountability.

**Leadership Committee:** The Leadership Committee was formally established within the Curriculum Department to provide on-going planning and activities necessary to keep the program vital and moving. The Leadership Committee consisted of a chairperson (Director of Curriculum), and administrators and/or specialists assigned to each of the goals. These leaders are responsible to develop operational objectives and action plans, prepare requests for needed budget and other resources, organize committees as needed, and to provide progress reports as required by the Steering Committee, superintendent or school board.

**Ad hoc and Standing Committees:** Each Vision 90's goal and related objectives was based on some unique level of history and district activity. This resulted in the need for different kinds of working committees and activities. For example, the technology goal required going back to almost a beginning level activity. This required going to a study committee to examine the full range of school and district programs. A major research study and status study were needed. The Staff Development goal, on the other hand, continued its already existing advisory committee but with a sharper focus. In all cases, however, each committee established under Vision 90's would have members from both teaching and administrative ranks and be chaired or co-chaired by a Leadership Committee member.



## **New and Existing Resources are Made Available for Implementation**

In the spring of 1988 the important issue of providing resources was addressed by the school board. In its budgeting process a new section was established and was titled "Goal Implementation Program." \$50,000 of new funds were made available. These funds were budgeted for staff development, committee work, supplies, equipment, substitutes, fees, etc.

Additional resources were available through redirection of already existing support programs in the Curriculum Department such as Effective Schools support and other activities. As one might expect there was a high correlation among on-going school based Effective Schools objectives and the Vision 90's goals and activities. This correspondence was encouraged to increase the effectiveness of both programs.

## **Accountability System**

The issue of accountability was addressed from the outset. The school board made clear its expectation that action plans and reports of activities would be forthcoming as part of the implementation plan. This requirement proved to be a stimulus to careful planning and thoughtful actions. In addition, and equally significant, it provided proof of the importance of the Vision 90's planning and implementation processes to them. Direct school board participation and interest was shown by having a board member formally assigned to the Steering Committee and regularly attending the meetings. Also, questions about and references to Vision 90's goals and activities are common in the normal course of school board meetings.

Each Fall, beginning in 1988, a detailed action plan has been developed by the Leadership Committee for each goal. These action plans contain one or more operational objectives and a full set of specific actions. Included are the anticipated results and expected dates for completion. In the first year the Board received two written interim reports and a final year-end report. Subsequently they receive action plans in the Fall and a final year-end report. In addition, other formal and informal communications are provided. Also, because the Vision 90's Program stands as an independent part of the district budget, actions and goals are discussed in the normal budgeting process.

## **Actions and Accomplishments for Each Goal**

### **Goal I — Technology**

**"Provide opportunities for students to develop competencies for success in the technological environment of the future."**

In the first year (1988-89) the proposed actions were limited to establishing a technology Committee that was charged with researching and developing a comprehensive plan for district-wide use of technology in the curriculum K-12. The written plan was required to include:

1. A status study of all student/staff use of computers, locations of all computers, all software in use, the number of staff trained on computers and the level of training,
2. A review of the educational literature, and
3. A written, comprehensive K-12 district computer program proposal that included a status study, research findings, hardware, software, staff, budget and staff development recommendations and implications.

The report was completed in the summer of 1989 and became the basis for all subsequent actions and acquisitions. In 1989 we were a district with several types of Commodore Computers in our elementary schools with little consistency in their use. A computer lab existed in each middle school but the curriculum was not well coordinated. A few specialized mini-labs existed in the high school. In contrast, by the Fall of 1992 we will have in place at least one networked Macintosh Computer Laboratory in each building. Each lab will have an assigned staff person for a minimum of 4 hours. Several specialized mini-labs exist as do many stand-alone programs. Curriculum is supported by a standing Technology Coordinating Committee and a Computer Curriculum Committee. Each Library has an electronic encyclopedia and X-Press news service. Over half of our libraries have installed, or are in the process of installing, electronic check-out and inventory. We have an increasing use of Macintosh Computers by individual classroom teachers and staff. One elementary building is fully wired for networking among classrooms. Other examples are: computer based Career Information Programs at the middle schools and high school, Computer Assisted Design (CAD) program at the middle schools and high school, Business and Mathematics computer labs, and many other applications.

## **Goal II — Career/Vocational**

**"Enhance opportunities for students at all levels (K-12) to prepare for future employment."**

The first set of Career/Vocational objectives in 1988-89 included:

1. Developing a comprehensive plan for Career/Vocational improvement in grades 9-12. The components of the plan were to involve specific vocational and career instruction and classes, recommendation for needed resources, and ways it will increase student involvement in Career/Vocational activities;
2. Developing a Career Center Plan; for the high school;
3. Beginning School/Business Partnership efforts; and
4. Analyzing and reporting middle school program needs and increasing middle school/high school coordination.

The initial efforts were intended to be relatively modest with a major focus on research and planning with some enhancements to the high school career program. However, as the research and planning progressed, unanticipated major advances began to occur. The formerly almost defunct Career Center at the high school became active with the addition of instructional assistant time. A computer assisted "Career Information System," and several equipment purchases which were made possible by grants and redirected funding. A School/Business Partnership was implemented which focused on curriculum needs, program improvement, as well as direct student and teacher activities. Also, the high school counselors began to expand contacts with middle school pupils in the forecasting process. Soon career related information began to have an impact on our middle school student's forecasting.

At present the School/Business Partnership is an established part of our high school program. Over 30 business partners are heavily involved in our high school restructuring process, "Project STARS" (Students Taking Authentic Routes to Success). Project STARS has recently been awarded a \$100,000 Workforce 2000 II grant to further its implementation. A teacher on special assignment now devotes most of her time to the career and STARS program. Middle school career programs are now an integral part of high school forecasting. All vocationally oriented professional technical courses are being reviewed and supported by staff development and curriculum development activities, and over \$160,000 is being directed to purchase new equipment in 1992-93.

### **Goal III — Human Needs**

**"Address the special health, social and cultural needs of students deriving from on-going social changes."**

From the beginning this goal has addressed two distinct types of need. Truly descriptive labels for these two types of need have not emerged but the concepts are clear. One set of needs has to do with generally personal and physical issues related to economic, social and family problems. We are presently calling these issues "Extreme Needs." The second set of needs relates more directly to school and learning problems that include identified disabilities and other learning needs. These we are now calling "Academic Needs" or "Academic At-Risk."

In 1988-89 the Extreme Needs objectives included HIV/AIDS and Drug Education, as well as Breakfast Programs. The Academic Needs objectives focused on workshops and support leading to building level programs. These include Building Education Support Teams (BESTeams) to analyze individual student needs and recommend in-building and external support programs; and Maximizing Educational Remediation within General Education (M.E.R.G.E.) programs that group students on the basis of common learning needs. M.E.R.G.E. groups include both students with disabilities and other students with similar academic needs. M.E.R.G.E. combines special education and regular education teachers and resources to provide integrated instruction in the regular classroom.

At present many programs are in place at all grade levels to reach and address the widest possible range of risk factors. These include: (1) Welcoming programs for the incoming highly mobile 30% of our students are in place to assist them to quickly adjust to the new school and start the learning process, (2) expanding our alternative high school to include middle school level students, (3) expanded counselor involvement in instruction of all elementary students in self esteem and positive behavior roles, (4) home visits by professional psychologists at elementary level, (5) increased involvement by general classroom teachers as partners (one-on-one) with students at the high school, and virtually dozens of other activities, groups and programs. One of the most successful is the Drug Education Conference held for our high school students during our annual Drug Education Week. This 4 day conference had 25 interest sections and programs led by professional speakers and presenters. Every student attended one or more sessions for a total of 14,000 student contact periods.

## **Goal IV — Personal Development**

**"Provide students with experiences to develop self management and social behaviors, leadership skills, self-esteem and a strong work ethic."**

The initial 1988 objectives for this goal focused on the then emerging instructional model, "Cooperative Learning". Available research indicated that the appropriate implementation of cooperative learning in classrooms would positively impact students in the areas of responsibility, leadership, cooperation and other positive social behavior. A major effort began which included staff development and joining a leadership network of other districts and Lewis and Clark College.

The second and more long range objective was to research and implement programs in all subject areas that support the development of positive social and personal behavior, leadership skills, self esteem and a strong work ethic. This approach revealed a wide variety of curriculum and programs. Working in conjunction with all subject area leaders this goal is being met while strengthening the required instructional program. For example, in health we use "Here's Looking At You 2000" and other self-esteem and refusal skill programs. In social studies we provide Law Related Education programs such as "Mediation" training for students, "Self-management" programs, as well as, leadership workshops. Increased multicultural education also directly impacts this goal. Study skills and time management curriculum have been developed across the grades.

To support individual school based programs we have developed networking/support groups K-12 and provided release time and workshops as requested. At the high school level our expanding business partnership program is providing additional personal development activities. Also at the middle school and high school peer support groups and programs share the personal development goals.

## **Goal V — Staff Development**

"Design in-services which will enable all staff to effectively meet the changes of the 90's."

In the first year (1988-89) the staff development objectives focused on two areas:

1. Developing and implementing staff training programs that directly support Vision 90's objectives.
2. Providing necessary in service and leadership to accomplish pre-Vision 90's goals which included Mathematics "Project Equal", Instructional Theory Into Practice (ITIP) training for 80% of the certified staff, and several other on-going programs.

Since 1989 the role of staff development has expanded to include major in-service opportunities, workshops and special events for each goal area. In many cases Classified staff and parents have been targeted as well as the Certified staff. An enlarged Staff Development Advisory Committee became very active in establishing direction and actions.

**Technology:** Computer classes and other technology applications classes;

**Career/Professional Technical:** Internships, Leadership skills, Grant Writing assistance;

**Human Needs:** HIV/AIDS in-service and workshops, English as a Second Language training, Drug Awareness, various Drug Curriculum and programs, Gang Awareness, Building Support Team training, Classrooms as Families training in coordination with Portland State University, Effective Team Planning workshops for building staff members;

**Personal Development:** Cooperative Learning, Future Makers, Talented and Gifted teaching methods, Peer Mediation, Problem Solving and Study Skills training.

In addition, special workshops have been tailored to individual building needs and on-going general curriculum support efforts have continued.



## **Goal VI — Communications**

**Strengthen links between the David Douglas community and its schools to increase understanding and participation in our educational endeavors."**

In the first year (1988-89) the communication objectives included:

1. Use the Steering Committee and Leadership team to develop a slogan and materials to carry the Vision 90's message.
2. Developing systems of communication to dispense information regarding Vision 90's to school staff and community.

The year-long process to establish a slogan for Vision 90's served a communication function as well as resulting in developing 2 logo's and motto's. The slogan finally agreed upon by the school board was "Learning Today for Living Tomorrow." This was promoted on Sweatshirts, pins, folders and stickers. The motto appears on our district Letterhead and several publications as well.

A more standard set of communicative devices was developed also. Training was provided to the Leadership team members regarding communication strategies. Several fliers and newsletters also were published.

This Vision 90's communication goal was enhanced by a communication audit and a subsequent comprehensive communication plan that uses a wide variety of opportunities to inform staff and patrons of the ways Vision 90's impacts and is impacted by school activities. Several regular and special publications include the Community Bulletin, Board Reports, monographs, news releases, brochures, etc.

Video productions will be forthcoming. The first of these is targeted for this summer and will describe our work toward the Technology Goal. In addition, a variety of group settings will be used to communicate Vision 90's to many groups. These include district volunteers, parent and citizen groups, "Coffee and Conversation" groups meeting with the superintendent. Direct involvement in community service clubs and organizations is also planned.

## **IV — VISION 90'S REVIEW AND RENEW PROCESS**

**1990-1991**

### **Reasons for the Review/Renew Process**

Any established program has the potential for developing a habituated set of routines and a comfortable set of assumptions. In order to counteract these tendencies the Review and Renew Process was initiated after the second year of Vision 90's implementation. By 1990 enough time had elapsed so that many action plans were completed and several new programs had become established parts of the district's operation. Among these were the breakfast programs, the drug and HIV/AIDS programs, the high school career center, and the School/Business Partnership program. Other changes had occurred in the field of computer technology. Commodores were becoming obsolete. The Macintosh line was replacing the earlier Apple Computers and new computer applications were coming down in price. Also, it was becoming apparent that the need for keeping all staff informed about and involved in the Vision 90's Process was not being fully met. Furthermore, the Leadership Committee was becoming less certain of its mandate for action planning the further they were removed from the initial 1987-88 goal setting process.

### **Goals for the Review/Renew Process**

Four goals were addressed by the Review/Renew process:

1. Reaffirming and/or redirecting Vision 90's objectives and action plans,
2. Informing all staff of the Vision 90's activities and accomplishments to date,
3. Involving all staff in reaffirmation and/or redirection of objectives and action plans,  
and
4. Establishing priority objectives and actions for subsequent implementation.

In summary the purpose was to make any necessary mid-course corrections through involvement of all staff members. The six goals of Vision 90's were not being reconsidered. Only objectives and action plans were reviewed.



## **Sequence of Steps in the Review/Renew Process**

There were five steps in the Review/Renew process that took place between January 1990 and Spring of 1991. These included:

### **Research**

1. A Goal Study Committee was established for each of the six goals. Each Goal Committee was made up of both teachers and administrators. The Chairpersons were members of the Vision 90's Leadership Team. Between January and June 1990 each Goal Committee did research, conducted surveys and held hearings and discussions with teachers. The outcome was a draft of proposed objectives and related actions. In June 1990 these draft proposals were submitted to the Curriculum Department to be put together into a study document.

During the same time (January to June 1990) an outside consultant was identified and hired to help the district develop a summer retreat and workshop. The consultant also served as leader to several parts of the retreat itself.

### **Study**

2. A "Retreat Participant Group" of sixty people was created to represent various constituencies at the Retreat Workshop. The "Retreat Group" was made up of all the teachers and administrators who served on Goal Committees. Also included were all members of the Vision 90's Steering and Leadership Committees and most district administrators and supervisors. Each participant received the study document, retreat goals and retreat agenda at a June meeting. In this way all retreat participants became informed of all proposed objectives and actions developed by the Goal Committees. It was the responsibility of each participant to become familiar with all proposals and arrive at the retreat prepared to discuss and eventually recommend priority Vision 90's objectives and actions.

### **Recommend**

3. The three day retreat took place in August 1990, prior to the opening of school, in a remote area of the Cascade Mountains. Each proposed objective was discussed and revised by various groups throughout the first two days. The final activity was a forced choice ranking by each participant of the three objectives they considered of highest importance out of a total of 19 proposed objectives.

### **All Staff Feedback**

4. Between September 1990 and February 1991, two Curriculum Department staff specialists made a presentation to each building faculty and staff. The presentation format was (1) Review Vision 90's accomplishments to date, (2) Describe the 19 recommended objectives from the retreat, (3) Do a prioritizing exercise similar to the final retreat activity, and (4) Analyze how each building result corresponded with the retreat results. In addition to the 12 building meetings a special session was provided for the 20 member District Citizen Advisory Committee (C.A.C.). The C.A.C. is composed of actively involved parents representing all schools.

This all-staff feedback activity demonstrated an extremely high level of correspondence between what the full staff and the retreat group held as highest priorities. Both groups focused on the four student related goals (Technology, Career Development, Human Needs, and Personal Development).

The six highest priority objectives emerging from this Review/Renew process were:

1. Make current technological equipment and training available to all students as an integral part of their comprehensive education. (Technology, Goal I)
2. Develop and implement a career/vocational curriculum for K-12. (Career Development, Goal II)
3. Develop and implement a district plan for extreme need students. (Human Needs, Goal III)
4. Develop and implement a district plan to meet academic needs of students. (Human Needs, Goal III)
5. Develop and reinforce personal management skills K-12. (Personal Development, Goal IV)
6. Develop, teach, and integrate a study skill's curriculum K-12. (Personal Development, Goal IV)

### **School Board Action**

5. In January 1991 the school board heard a report of the full Review/Renew process and the resulting recommended priority objectives. After a discussion of budgetary and other implications the report was formally accepted.

## **Benefits and Outcomes of Review/Renew Process**

The outcomes of this Review/Renew process have gone beyond successfully meeting the goals set for it. The prioritizing of objectives reaffirmed and extended directions already taken. The increased knowledge and involvement of all faculty members and the Citizen Advisory Committee resulted in a strong feeling of understanding and support district wide. Finally, the Leadership Team developed subsequent action plans with a secure sense of direction, commitment, and broad support.

## **V — REFLECTIONS ON THE IMPACTS OF THE STRATEGIC PLANNING AND IMPLEMENTATION PROCESS**

### **Accomplishments Exceed Expectations**

Perhaps the first and most obvious impact of the Vision 90's process was observed in the first year of implementation. Every action plan was completed more rapidly than anticipated and/or to a level well beyond expectations. This phenomenon extended into the second and third year of implementation. It was as though the very act of establishing powerful system-wide goals provided a force of its own.

An excellent example is in the technology area. For 17 years prior to the Vision 90's goal and implementation program, David Douglas had a computer education program. Unfortunately the 17 years of activity resulted in a less than satisfactory program at the school level and had limited involvement at the district level. An "exit" level skill check-list was developed for grade six but it was not systematically implemented. A scope and sequence was written but not addressed broadly. Each elementary building used its own approach to computer instruction and even the best organized of the eight buildings made little impact. Certainly nothing that could be described as a "District" program existed. Some schools attempted a laboratory approach, others distributed computers to various classrooms, some tried movable computer carts and so on. None of these programs, however, involved more than a handful of students.

By January 1988 when the Vision 90's Goals were adopted many of our teachers and administrators indicated a sense of discouragement that we had tried "it" already and that not much could really happen. On the other hand all agreed that the students and teachers needed a coordinated computer program, and many were ready to go to work and make something happen.

As indicated earlier the Technology action plan and objectives for the first year went no further than establishing a committee to carefully study the role we wanted technology to play in David Douglas, and to research the then-present status of technology, especially computers, in the district. The report and recommendations were to show us exactly where we stood and where we ought to be in the future. We did not expect reorganization or major purchases to take place during this first year.

Though unplanned, substantial steps were soon taken. By mid-year the research committee was becoming convinced that an elementary computer laboratory in each building would be an effective approach to building computer skills and to creating an articulated K-12 program. This concept eventually became a part of the report and recommendation. However, before the end of the year, and well before the report was completed, each elementary building had organized its own Commodore computer laboratory.

The high school had met a challenge by the superintendent and installed a 30 station Macintosh writing lab for its Language Arts Department. Parent groups showed increased willingness to purchase computers, a local retail chain initiated a "Computer for Schools" contests, and teachers, principals and central administrators began to see ways to implement portions of the overall plan through incremental steps.

This same phenomenon occurred in each of the goals, but most obviously in the first four that are directed to serving student needs, Technology, Career/Vocational, Human Needs and Personal Development.

In succeeding years the continued support and communication about Vision 90's goals has resulted in an ever broadening set of accomplishments and a widening level of teacher support and involvement. The evidence of the David Douglas experience strongly indicates that an appropriately designed strategic planning and implementation program does make things happen.

### **Four Key Factors Influential in the Success of Vision 90's**

An analysis of why Vision 90's is succeeding reveals a wide range of possible answers. The principles involved have been examined in educational literature including Effective Schools research, Institutional Change theory, Strategic Planning models and the work of William Edward Deming. This having been said, the David Douglas experience revealed four concepts that appear to be essential elements of success.

- Organizational structure and accountability
- Commitment and support
- Realistic and workable goals and objectives
- Teacher involvement without over-kill

## **Organizational Structure and Accountability**

The organizational structure establishes the context for success by insuring that:

- Accountability and specific responsibilities are placed on specific individuals,
- All relevant constituency groups inside and outside the school are identified and that appropriate roles are established and maintained for each,
- Centrally based leadership people effectively interact with teachers and administrators at the building level. This can occur through the cooperation and leadership provided by the building principal,
- Information is facilitated among groups and committees in order to maintain a high level of coordinated activity. This can occur through a combination of written and face-to-face interactions,
- Questions and concerns are addressed in a timely manner to minimize frustrations.

## **Commitment and Support**

In the long run the commitment and support of building level teachers and principals will make or break a strategic planning and implementation program. This broad base of commitment and support does not come quickly or easily. Though many teachers and principals will "join early" most will take their time and some may never be convinced. Therefore, sustained and viable support of the school board, the superintendent and central office support staff is imperative over a long "start-up" period.

- School board members and superintendent must keep the program on the agenda and in the dialog of the district,
- Adequate and realistic support in the form of money, time and personnel must be committed. Most preferably in the general fund and as part of regular staff job descriptions.
- Central office support staff must convey a positive team spirit to the teachers and principals with whom they work,

## **Realistic and Workable Goals and Objectives**

The power of goals to motivate and inspire action seems to relate to two competing human desires. One is the need to focus and concentrate one's attention and get things done, and the other is the need to be certain that all high priority concerns are being adequately addressed. It appears that by establishing ~~six~~ Vision 90's goals and a clearly stated commitment to continuing a strong basic education program, both these competing desires were satisfied. Therefore,

- Establish broad goals such that the **ma**jor concerns of all constituency groups are addressed.
- Continue consensus developing activities with constituency groups until the "wish-list" tendency is subsumed into broad categories and goals.
- Operationalize the broad goals into a reasonable set of objectives which become the basis for priority action plans.
- Work constantly to include new and on-going teacher and building level programs into the S.P.I. goals and support structure. This may be resisted at first but positive feedback and support soon wins converts.

## **Teacher Involvement Without Over-kill**

Teachers have as their highest priority success in the classroom. Successfully teaching students comes first. Therefore, involvement of teachers in the S.P.I. processes must be viewed as helping reach that goal and not as a hindrance to reaching that goal. Therefore,.

- Individual teacher involvement must be related to his/her interest and/or skill areas.
- Teacher involvement must have concrete outcomes. The result of their activities need to effect changes.
- The issues addressed by teachers must be substantive and not superficial, perfunctory or off-hand. If a decision is already made, make it known up front.

## **The Future of Vision 90's Strategic Planning and Implementation**

Research indicates that all programs like Vision 90's will go through a normal "Life Cycle" unless care is taken to promote viability. After the project's birth comes the enthusiasm and growth of youth, the measured progress of maturity and eventually the decline of advanced age and death. In David Douglas we are presently still experiencing enthusiasm and growth. However, after four years of implementation we can see the beginning of the onset of maturity with its stability and more measured progress. This stability is necessary so that the district can internalize and maintain the most effective of its new programs, but at the same time renewal efforts must be planned to avoid decline.

Plans for continuing S.P.I. into the future are based on two types of renewal activities. The first is the "Review/Renew" process that is suggested for every third or fourth year. The goals are not revisited but the objectives and action plans are studied, and either changed or reaffirmed. The second is a replication of the entire project. After ten years many things will have changed. The community will have changed and all but a small percentage of students will have moved on. Also, we will experience the normal turn-over of teachers, principals and support staff. Certainly the goals set ten years earlier will have a good chance of not fitting the new context. It is for these reasons that the proposed timeline for Vision 90's includes a transformation to Vision 2000 late in the 1990's.



## **APPENDICES**

**Vision 90's Community Survey      A**

**Student Report Card                      B**

**Parent Report Card                      C**

# Dear Friends,

October 1, 1987

Dear Friend of David Douglas Schools,

We are asking for your help.

David Douglas School District is in the process of developing long range goals and a district statement of purpose that will best meet the needs of the students and the community in the 1990's.

We want you to give us your opinions about many important issues related to the school district's roles and responsibilities.

The attached questionnaire asks you to state your priorities for current and potential school programs.

Your response will remain anonymous and will be used along with other responses to assist our decision making process.

When you have completed this survey, please return it to the David Douglas School office nearest your home, or mail it to:

**Vision 90s**

David Douglas School District  
1500 SE 130th Avenue  
Portland, Oregon 97236

Surveys returned by October 16, 1987 will be included in the analysis of results.  
Thank you for helping David Douglas Schools.

Sincerely,

*Anthony Palermini*  
Dr. Anthony Palermini,  
Superintendent

David Douglas School District  
1500 SE 130th Avenue  
Portland, Oregon 97236

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Portland, OR  
Permit no. 1088

# Part 1

## Basic curriculum

Listed in alphabetical order are courses, subjects and services either presently offered or being considered by David Douglas Schools. Opposite each is a five point rating. Place a check mark (✓) in the space that indicates the level of importance you feel the David Douglas School District should place on each one as we plan for the students of the 1990's and beyond.

Please respond to all items.

A. What basic education opportunities should David Douglas Schools provide for its students in the 1990's?

		IMPORTANCE				
		Highest 1	High 2	Moderate 3	Low 4	Lowest 5
A-1.	Art education					
A-2.	Business education					
A-3.	Computer education					
A-4.	Communication skill					
A-5.	Consumer education					
A-6.	College preparation					
A-7.	Cultural studies					
A-8.	Driver education					
A-9.	Drug education					
A-10.	Environmental education					
A-11.	Economics					
A-12.	Foreign language					
A-13.	Geography					
A-14.	Government					
A-15.	Health					
A-16.	History					
A-17.	Home economics					
A-18.	Industrial arts					
A-19.	Mathematics					
A-20.	Music					
A-21.	Physical education					
A-22.	Political science					
A-23.	Reading					
A-24.	Science					
A-25.	Social studies					
A-26.	Speech					
A-27.	Technological education					
A-28.	Typing					
A-29.	Vocational preparation					
A-30.	Writing skills					
A-31.	Other _____					

## Vocational curriculum

B. What vocational education opportunities should David Douglas Schools provide for its students in the 1990's?

		IMPORTANCE				
		Highest 1	High 2	Moderate 3	Low 4	Lowest 5
B-1.	Know about career opportunities					
B-2.	Study various career choices					
B-3.	Gain entry-level job skills					
B-4.	Have specific job training					
B-5.	Have positive attitudes toward work					
B-6.	Other _____					

## Arts curriculum

C. What visual and performing arts education opportunities should David Douglas Schools provide for students in the 1990's?

		IMPORTANCE				
		Highest 1	High 2	Moderate 3	Low 4	Lowest 5
C-1.	Music (instrumental, vocal)					
C-2.	Performing arts (dance, drama)					
C-3.	Speech					
C-4.	Visual arts (ceramics, painting, photography, textiles)					
C-5.	Other _____					

## Citizenship

D. What citizenship and social responsibility opportunities should David Douglas Schools provide for its students in the 1990's?

		IMPORTANCE					
		Highest 1	High 2	Moderate 3	Low 4	Lowest 5	
D-1.	Decision making activities						D-1
D-2.	Human relations activities						D-2
D-3.	Political action project						D-3
D-4.	Social problem solving						D-4
D-5.	Student/community projects						D-5
D-6.	Student government						D-6
D-7.	Other _____						D-7

E. What services and education should the David Douglas Schools provide for other special needs in the 1990's?

		IMPORTANCE					
		Highest 1	High 2	Moderate 3	Low 4	Lowest 5	
E-1.	Adult education						E-1
E-2.	Alternative education						E-2
E-3.	Athletics						E-3
E-4.	Before & after school child care						E-4
E-5.	Community Schools						E-5
E-6.	Counseling						E-6
E-7.	Drug/alcohol assistance						E-7
E-8.	Family living skills						E-8
E-9.	Handicapped students' education						E-9
E-10.	Health Clinic						E-10
E-11.	Learning problems services						E-11
E-12.	Nutrition services						E-12
E-13.	Parenting skills						E-13
E-14.	"Parents as teacher" training						E-14
E-15.	Pre-kindergarten education						E-15
E-16.	Physical fitness						E-16
E-17.	Referral to agencies						E-17
E-18.	Self-discipline education						E-18
E-19.	Sex education						E-19
E-20.	Social skills						E-20
E-21.	Summer recreation						E-21
E-22.	Talented and gifted						E-22
E-23.	Volunteer program						E-23
E-24.	Other _____						E-24

F. Imagine for a moment that you are responsible for the future of David Douglas Schools. What major change or changes would you make in order to meet the needs of the 1990's?

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## Special needs

## An open question

# Part 2

## General information

- A. How long have you lived in the David Douglas School District?
- A-1. \_\_\_\_\_ Less than one year  
A-2. \_\_\_\_\_ One to five years  
A-3. \_\_\_\_\_ Six to twelve years  
A-4. \_\_\_\_\_ Thirteen or more years  
(students skip to J)
- B. How many children do you have presently attending David Douglas Schools?
- B-1. \_\_\_\_\_ None (If none, skip to question G)  
B-2. \_\_\_\_\_ One  
B-3. \_\_\_\_\_ Two  
B-4. \_\_\_\_\_ Three or more
- C. What grade(s) do your children attend?
- C-1. \_\_\_\_\_ Elementary (K-6)  
C-2. \_\_\_\_\_ Middle School (7-8)  
C-3. \_\_\_\_\_ High School (9-12)
- D. Is yours a single or two-parent family?
- D-1. \_\_\_\_\_ Single  
D-2. \_\_\_\_\_ Two-parent (Skip to question F)
- E. If you are a single parent, do you work outside the home?
- E-1. \_\_\_\_\_ No  
E-2. \_\_\_\_\_ Yes  
If yes, do you work?  
E-3. \_\_\_\_\_ full time (Skip to question G)  
E-4. \_\_\_\_\_ part time (Skip to question G)
- F. If yours is a two-parent household, do both parents work outside the home?
- F-1. \_\_\_\_\_ Yes  
F-2. \_\_\_\_\_ No
- G. What was the last grade in school that you had an opportunity to complete?
- G-1. \_\_\_\_\_ elementary (K-6)  
G-2. \_\_\_\_\_ junior high/middle school (7-9)  
G-3. \_\_\_\_\_ some high school (10-12)  
G-4. \_\_\_\_\_ high school graduate  
G-5. \_\_\_\_\_ some college  
G-6. \_\_\_\_\_ Associate degree—2 year "community college"  
G-7. \_\_\_\_\_ college graduate  
G-8. \_\_\_\_\_ college post-graduate
- H. Do you own or operate a business within the David Douglas School District boundaries?
- H-1. \_\_\_\_\_ Yes  
H-2. \_\_\_\_\_ No
- I. Are you an employee of David Douglas School District?
- I-1. \_\_\_\_\_ Teacher  
I-2. \_\_\_\_\_ Administrator  
I-3. \_\_\_\_\_ Classified support staff  
I-4. \_\_\_\_\_ No
- J. In what year were you born?
- J-1. \_\_\_\_\_ After 1960  
J-2. \_\_\_\_\_ Between 1945-59  
J-3. \_\_\_\_\_ Between 1930-44  
J-4. \_\_\_\_\_ Between 1915-1929  
J-5. \_\_\_\_\_ Before 1915
- K. If you are a David Douglas School District student, which grade are you in?
- K-1. \_\_\_\_\_ 7th or 8th grade  
K-2. \_\_\_\_\_ 9th to 12th grade

This completes the survey. Please return it to the David Douglas School office nearest your home. Or, you may mail it to VISION 90's, David Douglas School District, 2900 SE 122nd Avenue, Portland, Oregon 97236. Surveys must be returned no later than October 16, 1987 to be included in the tally of the results.

Thank you very much for your cooperation.

## Student Report Card

### Items Covered

The following will be rated as: A = Excellent, B = Good, C = Average,  
D = Unsatisfactory, N = No opinion.

#### Curriculum

How well have your instructional needs been met for:

- \_\_\_\_\_ •College prep
- \_\_\_\_\_ •Computers
- \_\_\_\_\_ •Mathematics
- \_\_\_\_\_ •Reading
- \_\_\_\_\_ •Writing

#### Vocational Curriculum

How well have we met your needs for:

- \_\_\_\_\_ •Developing a positive attitude toward work
- \_\_\_\_\_ •Developing entry level job skills (H.S. only)
- \_\_\_\_\_ •Knowing about career opportunities
- \_\_\_\_\_ •Studying various career choices

#### Citizenship

How well are we meeting your need for:

- \_\_\_\_\_ •Human Relations activities that improve your understanding  
of various races and groups

#### Special Needs

How well does the school district provide for:

- \_\_\_\_\_ •Counseling
- \_\_\_\_\_ •Drug/alcohol assistance
- \_\_\_\_\_ •Handicapped student's education
- \_\_\_\_\_ •Sex education (including sexually transmitted diseases)

## Parent Report Card

### Items Covered

The following will be rated as: A = Excellent, B = Good, C = Average,  
D = Unsatisfactory, N = No opinion.

#### Curriculum

How well are we meeting your child's instructional needs:

- \_\_\_\_\_ •Communication skills including speaking, listening, and viewing
- \_\_\_\_\_ •Computer skills
- \_\_\_\_\_ •Drug Education
- \_\_\_\_\_ •Mathematics
- \_\_\_\_\_ •Reading
- \_\_\_\_\_ •Science
- \_\_\_\_\_ •Writing

#### Vocational Curriculum

How well are we meeting your child's needs in:

- \_\_\_\_\_ •Developing a positive attitude toward work
- \_\_\_\_\_ •Developing entry level job skills (H.S. only)
- \_\_\_\_\_ •Knowing about career opportunities

#### Citizenship

How well are we meeting your child's needs for:

- \_\_\_\_\_ •Decision making activities
- \_\_\_\_\_ •Human Relations activities that improve understanding among various races and groups

#### Special Needs

- \_\_\_\_\_ •How do you feel about the district's efforts to assist student with drug and alcohol problems?
- \_\_\_\_\_ •How well does the school district provide for sex education (including sexually transmitted diseases)?